



Hearn Academy, The - A Ball Charter School

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

17606 N. 7th Ave, Phoenix, AZ 85022

Ball Charter School (Hearn)

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing
2003-04	Performing
2002-03	Highly Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Jane A Vert none
 Schedule : 07:15 AM to 03:30 PM
 Grades : K-8
 2005 Enrollment : 552
 Web Address : www.hearnacademy.org
 Phone Number : (602) 896-9160
 Fax Number : (602) 896-1997
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Mission

Ball Charter Schools use a rigorous academic curriculum and adhere to a philosophy based on research from national educational studies, which were conducted in conjunction with respected academic institutions by the Ball Foundation. These philosophies include differentiated grouping, data based placement, sharing of best practices within partnership learning, and the use of established developmentally appropriate learning structures.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Met
2003-04	Met
2002-03	Not Met

School Improvement Status (b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Implementation and awareness of power standards developed in the previous school year. Supporting the flexible differentiated grouping program already in place. Further use of para-professionals and special needs teachers.
- ü Using the standardized, informal and state testing to determine further training needs for teachers, students and parents in the second phase of the writing program begun in 2003. This is our 'Focus on Results' goal for 2004-2005.
- ü Further support, training, and implementation of the academically integrated developmental technology program begun in 2003.

Enrollment

October 1, 2004 School Year Student Enrollment : 581
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 552

Instructional Programs

- ü Phonics-based Reading Program
- ü Waterford Early Reading Computer Program
- ü Open Court Reading
- ü Enlarged Language Arts Program
- ü Multitrack Math
- ü Middle Philosophy Exploratories
- ü Art, Music, P. E. , Spanish
- ü Strong Technology

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/3/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

In our last parent goal building activity, the parents listed school safety, the development of good playing areas, and the improvement of the drop-off process as their main concerns for the school year. We have a responsibility to those parents to achieve these goals. We have an outstanding academic atmosphere and it was considered an assumption that we would continue to provide the challenging and 'high achieving' atmosphere that has always been available at Hearn.

Parents

Parents of students enrolled at Hearn Academy will provide transportation for their children, get involved with their child's education by supervising the completion of homework, signing and abiding by the school's handbook of policies, reading every day with their child, attending as many of their child's school events as possible and by considering the donation of time and tax deferred donations to the school.

Transportation Policy

Parents must provide transportation for students. School hours are 8:30 A.M. to 3:00 P.M. for K-5, and 8:30 to 3:15 for grades 6, 7, and 8. Kindergarten meets from 8:30 to 11:10, and P.M. Kindergarten meets from 12:05 to 2:45.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Undefeated Girl's Basketball Team for Three Years	2005
ü K'NEX club special regional recognition	2005
ü Chess Lower division (K-1) Accomplishment	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	79306	98	100	99	448	448	445	8	8	10	19	19	18	50	50	51	22	22	20
All Students (Prior Year)	69	69	75509	100	100	100	507	507	521	21	21	13	23	23	23	32	32	33	24	24	31
Female	13	13	38691	93	93	99	435	435	446	17	17	10	8	8	18	58	58	52	17	17	20
Male	30	30	40583	100	100	99	454	454	445	4	4	11	25	25	18	46	46	50	25	25	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	12	12	32869	100	100	99	435	435	429	0	0	15	45	45	25	36	36	51	18	18	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	--	--	4264	--	--	100	--	--	419	--	--	19	--	--	30	--	--	45	--	--	6
White	29	29	36197	97	100	99	454	454	463	13	13	5	8	8	11	54	54	53	25	25	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	38	38	69060	95	97	98	448	448	454	9	9	7	19	19	17	50	50	54	22	22	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	43	43	39966	100	100	100	448	448	459	8	8	6	19	19	12	50	50	52	22	22	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	43	79395	98	0	99	453	453	446	3	3	9	25	25	25	69	69	55	3	3	11
All Students (Prior Year)	69	69	75492	100	100	100	512	512	519	14	14	12	27	27	16	45	45	47	14	14	24
Female	13	13	38743	93	0	100	450	450	451	0	0	7	25	25	24	75	75	57	0	0	12
Male	30	30	40618	100	0	99	454	454	440	4	4	11	25	25	27	67	67	53	4	4	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	12	12	32915	100	0	99	439	439	426	0	0	15	45	45	35	45	45	47	9	9	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	--	--	4271	--	--	100	--	--	420	--	--	15	--	--	42	--	--	41	--	--	2
White	29	29	36221	97	0	99	459	459	465	4	4	4	17	17	15	79	79	63	0	0	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	38	38	69139	95	0	99	454	454	454	3	3	7	25	25	24	69	69	58	3	3	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	43	43	39986	100	0	100	453	453	461	3	3	4	25	25	16	69	69	63	3	3	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	42	78869	95	98	99	446	446	442	3	3	6	17	17	21	77	77	63	3	3	10
All Students (Prior Year)	68	68	75053	100	100	99	597	597	597	8	8	7	11	11	12	78	78	72	3	3	9
Female	13	13	38536	93	93	99	449	449	458	0	0	4	33	33	15	67	67	67	0	0	14
Male	29	29	40302	97	100	99	444	444	428	4	4	8	9	9	26	83	83	60	4	4	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	12	12	32606	100	100	98	444	444	426	0	0	8	18	18	27	82	82	60	0	0	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	4245	--	--	100	--	--	423	--	--	9	--	--	26	--	--	61	--	--	4
White	28	28	36078	93	97	99	447	447	459	4	4	4	17	17	16	74	74	66	4	4	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	37	37	68697	93	95	98	452	452	454	0	0	4	19	19	18	77	77	67	3	3	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	42	42	39837	100	100	100	446	446	457	3	3	4	17	17	14	77	77	67	3	3	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78906	100	100	99	506	506	498	10	10	13	13	13	19	60	60	48	17	17	20
All Students (Prior Year)	46	46	76019	100	100	100	512	512	499	13	13	14	26	26	39	17	17	14	43	43	33
Female	25	25	38644	100	100	99	509	509	500	8	8	12	8	8	19	63	63	49	21	21	19
Male	27	27	40236	100	100	99	503	503	497	13	13	15	17	17	19	58	58	46	13	13	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	45	45	36483	100	100	99	508	508	517	12	12	7	10	10	13	62	62	51	17	17	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	47	47	68310	100	100	98	512	512	509	2	2	9	14	14	18	65	65	51	19	19	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	52	52	40295	100	100	100	506	506	513	10	10	7	13	13	13	60	60	50	17	17	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78908	100	0	99	484	484	484	6	6	10	27	27	23	60	60	58	6	6	9
All Students (Prior Year)	46	46	76020	100	100	100	504	504	503	13	13	25	31	31	23	42	42	40	13	13	12
Female	25	25	38648	100	0	99	493	493	489	0	0	8	25	25	22	71	71	61	4	4	10
Male	27	27	40233	100	0	99	476	476	479	13	13	12	29	29	25	50	50	55	8	8	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	45	45	36502	100	0	99	488	488	502	7	7	4	21	21	14	64	64	67	7	7	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	47	47	68312	100	0	98	486	486	493	5	5	7	26	26	21	65	65	62	5	5	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	52	52	40315	100	0	100	484	484	498	6	6	5	27	27	15	60	60	66	6	6	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	78750	100	100	99	510	510	500	6	6	6	17	17	29	77	77	63	0	0	2
All Students (Prior Year)	46	46	75673	100	100	100	556	556	530	4	4	12	16	16	25	80	80	58	0	0	4
Female	25	25	38586	100	100	99	531	531	515	0	0	4	13	13	22	88	88	71	0	0	3
Male	27	27	40135	100	100	99	490	490	486	13	13	8	21	21	35	67	67	56	0	0	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	45	45	36440	100	100	99	514	514	516	5	5	3	19	19	22	76	76	71	0	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	47	47	68196	100	100	98	510	510	513	7	7	3	14	14	25	79	79	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	52	52	40260	100	100	100	510	510	514	6	6	3	17	17	21	77	77	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78250	98	100	99	528	528	548	27	27	21	24	24	18	45	45	48	3	3	13
All Students (Prior Year)	45	45	75001	100	100	99	464	464	468	30	30	37	53	53	36	12	12	16	5	5	10
Female	20	20	38071	100	100	99	534	534	549	23	23	20	23	23	19	46	46	49	8	8	12
Male	25	25	40126	96	100	99	525	525	547	30	30	23	25	25	17	45	45	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	35	35	38320	97	100	99	533	533	568	28	28	12	20	20	14	48	48	55	4	4	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	41	41	68996	98	98	99	535	535	561	21	21	16	28	28	18	48	48	52	3	3	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	45	45	44937	100	100	100	528	528	561	27	27	13	24	24	15	45	45	54	3	3	18

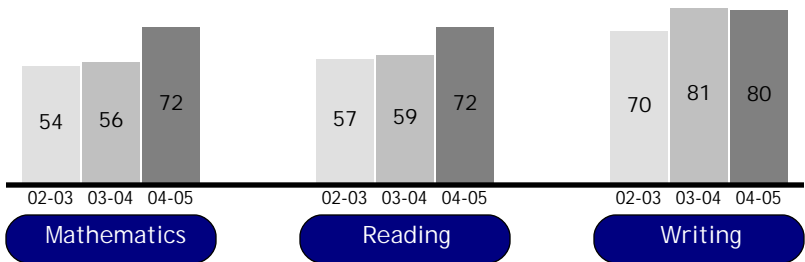
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78302	98	0	99	506	506	512	9	9	11	36	36	25	55	55	57	0	0	7
All Students (Prior Year)	45	45	74918	100	100	99	508	508	497	18	18	32	23	23	19	36	36	35	23	23	15
Female	20	20	38082	100	0	99	510	510	518	8	8	8	31	31	24	62	62	61	0	0	7
Male	25	25	40166	96	0	99	503	503	507	10	10	14	40	40	26	50	50	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	35	35	38347	97	0	99	504	504	531	8	8	5	40	40	17	52	52	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	41	41	69024	98	0	99	513	513	524	3	3	7	34	34	23	62	62	62	0	0	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	45	45	44979	100	0	100	506	506	525	9	9	6	36	36	18	55	55	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	45	45	78094	98	100	99	555	555	545	0	0	3	15	15	18	85	85	77	0	0	2
All Students (Prior Year)	45	45	74503	100	100	99	505	505	491	9	9	9	27	27	32	59	59	51	5	5	8
Female	20	20	38025	100	100	99	573	573	558	0	0	2	8	8	13	92	92	82	0	0	2
Male	25	25	40013	96	100	99	544	544	534	0	0	5	20	20	23	80	80	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	35	35	38265	97	100	99	552	552	564	0	0	2	16	16	11	84	84	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	41	41	68892	98	98	98	564	564	559	0	0	2	10	10	14	90	90	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	45	45	44871	100	100	100	555	555	559	0	0	2	15	15	12	85	85	84	0	0	3

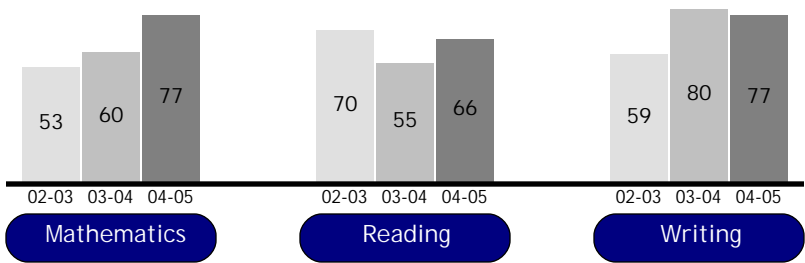
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

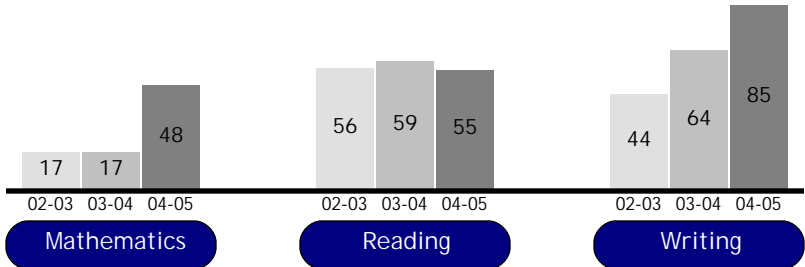
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	53	53	50	89	59	NA	58	97	51	51	47
	Language	98	35	35	43	94	61	61	50	97	49	49	47
	Mathematics	98	53	53	57	94	71	71	64	97	54	54	50
3	Reading	100	48	48	47	97	50	NA	55	98	45	45	44
	Language	100	53	53	54	100	56	56	61	98	48	48	44
	Mathematics	100	51	51	54	100	48	48	61	98	52	52	51
4	Reading	100	61	61	52	100	56	NA	56	99	52	52	48
	Language	100	55	55	48	100	48	48	52	99	54	54	49
	Mathematics	100	55	55	57	100	53	53	61	99	55	55	53
5	Reading	100	71	71	50	100	60	NA	55	100	49	49	50
	Language	100	58	58	46	100	50	50	49	100	55	55	50
	Mathematics	100	76	76	57	100	64	64	63	100	54	54	49
6	Reading	97	63	63	53	100	74	NA	56	100	55	55	51
	Language	97	50	50	45	100	59	59	48	100	47	47	47
	Mathematics	100	62	62	62	100	71	71	66	100	54	54	52
7	Reading	98	65	65	51	98	49	NA	54	100	54	54	50
	Language	98	67	67	54	98	49	49	58	100	56	56	52
	Mathematics	98	67	67	58	98	56	56	62	100	50	50	50
8	Reading	95	52	52	53	98	64	NA	55	98	52	52	51
	Language	100	35	35	49	98	60	60	52	98	48	48	50
	Mathematics	100	52	52	58	98	66	66	61	98	49	49	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Communication
- Ü Parent and Staff Satisfaction Surveys
- Ü Student Achievement Analysis
- Ü School Calendar
- Ü School Procedures
- Ü Curriculum

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	30.00
Other Professional Staff	7.00	Teacher Aide	6.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	10	3	0	0
7 to 9 years	7	5	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certificaton.	1
Percent of teachers in the school with Emergency/Provisional Certification	4%
Percent of core classes not taught by Hightly Qualified Teachers	4%

Resources Available at School Site

Special Facilities

- Ü school labs plus labs in classrooms
- Ü Art and Music Rooms
- Ü New library
- Ü Multipurpose Room

Extracurricular Activities

- Ü K'NEX Club
- Ü Chess Club
- Ü Flag Football
- Ü Boys and Girls Basketball
- Ü Softball
- Ü Volleyball
- Ü Cross Country
- Ü Drama

Social Services

- Ü Before/After School Care
- Ü After School Activities
- Ü Counseling based on income
- Ü Scouting
- Ü Free and Reduced Lunch

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü Rated as a 'high achieving' school by the Arizona State Categorization.
- ü Accomplished parent and teacher established goals for 2004-2005.
- ü Completion of eight years with a drug and alcohol free environment.
- ü Fifth year in Professional Learning Network. Sharing and improving school best practices.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	19	12	12	17
Transfers In Rate ⁶	26	28	28	37
Stability Rate ⁷	80	87	87	82
Promotion Rate ⁸	95	96	95	81
Retention Rate ⁹	1	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We use employee, volunteer and visitor tagging, training and fingerprinting, a new (2002-03) behavioral and discipline program supported additionally by a grant, training on safety and discipline issues, and proactive teaching in the areas of discipline

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dr. Jane Vert	(602) 896-9160
Transportation Policy	Kathy Griner	(602) 896-9160
Community Resources	Casey Daugherty	(602) 896-9160
School Nutrition Programs	Tonya Smith	(602) 896-9160
Parent Organization	Carmen Gunn	(602) 896-9160
Student Health/Nurse	Angela Anderson	(602) 896-9160

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.